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ABSTRACT

The Auditory Reading Development Systems (ARDS) was devised to meet the educational needs of a segment of the model cities population that had not been reached by other programs. The ARDS is geared to teach the student whose reading level is 0.0 through 3.9, then 3.9 through 6.9, then 7.0 through 8.9. The target population is reached through "roving teachers," who give instruction on sites within the model neighborhood areas that are convenient to model neighborhood residents who need and want the proffered service. The ARDS method has built into it three major essentials for the acclimatization acceleration of uneducated and undereducated adult readers: acknowledgement of need for self-improvement, capability for progressing at their own rate in terms of self-imposed goals and time limits, and provision for evaluation of specified intervals. The ARDS follows an orderly progression through sensory experience: look at a visual, talk about the visual, listen to summaries of student reactions, read these reactions, and add to audio and visual materials on the subject. The materials are compiled and graded by readability scores and the learning package is developed around three content areas: ecology, family convergence, and employer-employee relationships. (WR)

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FINAL REPORT

OPERATION BULL'S EYE/A R D S
AUDITORY READING DEVELOPMENT SYSTEM

MARY G. TURNER, DIRECTOR

DATE July 31, 1972

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PROJECT BULL'S EYE
AUDITORY READING DEVELOPMENT SYSTEM
(ARDS)

Final Report

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INTRODUCTION:

The Auditory Reading Development System was devised as an attempt to meet educational needs of a segment of the Model Cities population that had not been reached by other programs.

In urban centers, particularly Model Cities inner cities areas, a large segment of the population does not function adequately in the areas of employment, citizenship participation, family cohesiveness, housing, and general survival skills because of inadequate educational preparation. The latest population figures indicate that approximately twenty-four (24%) percent of adults over sixteen (16) years of age do not have the equivalent of high school education and a large proportion of these live in Model Cities Neighborhoods.

Although a great effort has been made to upgrade educational skills of uneducated and undereducated adults since the Adult Education Act of 1966, the figures would seem to indicate a continuing and growing need in the area of adult basic education. Increased effort in teaching adults to read on a level commensurate with the demands of society is especially indicated. Since a requirement for many jobs is a high school diploma or its equivalency many undereducated people have very little hope

of securing work because they are far from the goal of a high school equivalency. Therefore it is an urgent necessity to institute pre-GED education to get these residents ready for entrance into a GED preparation program.

In addition to lack of educational skills, many residents of Model Cities Neighborhoods are reluctant or unable to enroll in educational centers outside of their immediate neighborhoods which indicates a need to take education to the people where they live.

In adult basic education many approaches to learning to read, to increasing rate of reading, and in improving reading comprehension have been tried both in regular ABE programs and in special experimental projects since the implementation of the Adult Education Act of 1966 began.

Findings indicate that no one approach has been wholly satisfactory or totally successful. An eclectic approach which embodies various methods and systems has offered the most rewarding results in terms of the self-determined needs and goals of the ABE student.

1. Programmed materials which are used extensively in an effort to have people move at their own rate to their own goals have proved ineffective with the non-reader or the person who reads on a primary level. These materials also lack motivational power for the reluctant enrollee who is in the ABE program because of peer influence, stipended programs, or other outside pressures.

2. Teacher-directed reading programs have no appeal for the student, generally the young adult, who has been "turned off" by traditional methods and settings. The teacher-directed class is also contra-indicated for the slow thinker who retires into his shell because he cannot follow and participate in the activities of this type set-up.

3. The individualized approach has no appeal for the socially oriented student who wants and needs interaction with others in order to crystalize his thoughts and ideas, and needs supportive relationships in order to grow.

4. The small group approach has offered the best overall picture because it allows for group interaction, individualized instruction, and use of programmed material, all of which have some value and together offer a functioning learning package.

5. Class-sized groups which ordinarily are unwieldy and unproductive with ABE students are excellent for introductory sessions, evaluation periods, and personal security increase.

The fact that each approach to teaching reading to illiterate adults has some short comings indicates the need for a system that will combine the most effective features of all approaches. The Auditory Reading Development System embodies the following features:

1. Self-direction - Adult students enroll in educational programs because they have self-determined needs and goals; therefore, they are the best qualified persons to determine the direction of their learning activities.

2. Self-evaluation - Adult students need to see progress. They are best able to determine the value of what they are doing in terms of their individual needs and goals. They are also best able to evaluate their efforts and progress toward their goals.

3. Variety of materials - It has been proved that no one material or type of material in the area of reading is satisfactory for every student; therefore, in ARDS, provision is made for use of varied teaching materials including visuals, audio visuals, teaching machines, programmed material, and teacher-student made instructional kits.

4. Built into the system is provision for peer critique, a technique for motivation, evaluation and redirection.

5. Inherent in the system is student involvement in the involvement of instructional materials, a highly self-motivational instrument.

The stated objectives of Project Bull's Eye (ARDS) are:

1. To develop and test a system of teaching reading that will remove blocks to learning to read by starting Model Neighborhood Area students to talk about planned visual stimuli.
 - a. raise the reading level of absolute non-readers.
 - b. result in at least 70% retention by these students showing a continuing upward trend in reading level after every 50 hours of instruction
2. To enable students to discover and utilize survival skills for the 70's.

3. To discover leadership potential.
4. To show measurable change in employee attitudes toward employers.
5. To move toward family convergence.
6. To train roving teachers to use ARDS with Model Neighborhood residents.

The target population for this project is the uneducated or the undereducated group over sixteen (16) years of age in the black and foreign-born neighborhoods of the Model Cities area.

The system known as ARDS (Auditory Reading Development System) is geared to teach the student whose reading level is 0.0 through 3.9, then 3.9 through 6.9, then 7.0 through 8.9. The system has emerged as the result of observations of learning problems, responses, and approaches to teaching over three thousand (3,000) undereducated adults at the Adult Education Demonstration Center.

The target population is reached through "Roving Teachers" who give instruction on sites within the Model Neighborhood Areas that are convenient to Model Neighborhood residents who need and want the proffered service.

The ARDS method has built into it three (3) major essentials to the acceleration of acclimatization of the uneducated and undereducated adult reader:

1. acknowledgement of need for involvement in plans for self-improvement.
 - a. evaluation of needs
 - b. goal-setting
 - c. plans for reaching goals
 - d. evaluation of progress toward goals
2. capability for progressing at their own rate in terms of self-imposed goals and time limits.
 - a. individualization of materials
 - b. individualization of instruction
 - c. gradation of levels of material
 - d. gradation of levels of instruction
3. provision for evaluation at specified intervals
 - a. self-evaluation
 - b. teacher-evaluation
 - c. revision and refinement of goals

Provision is also made to limit the variable of teacher preparation. "Roving Teachers" are trained in the ARDS method by Master Teachers who have been trained by the authors of the system. Revision and refinement are provided for by the process of use, evaluation, and feedback.

The ARDS Box - end product - has been used, tested, and revised to reflect in-put from students, teachers, supervisors and authors.

There is a national need for a reading system that will deal with all segments of the undereducated population. Adults

need variegated sensory refinement in learning to read with skill. Action research has shown that with the actual and functional non-reader, the mental block to learning to read begins to dissipate in direct proportion to the involvement of the learner in oral-aural situations. Until the learner feels sufficiently comfortable to talk in a learning situation, it is likely that the student's development of the ability to read will be restricted by his sub-conscious emotional tension and insecurity. The research also shows, however, that oral-aural participation is not automatic. It must be stimulated skillfully and accelerated astutely. One of the most efficient talking accelerators is the visual stimulus. An example is the group of strangers gathered to gaze in fascination at store windows during the Christmas season. Spontaneously, conversations about the animation, the realism, the uniqueness begin.

In a class of adult students, strange to one another, and cautions about the teacher, a visual presentation can be the common ground for beginning oral communication. Where reading inability and/or disability does not have a physical cause, psychologists tell us the reason is emotional. In adult education it has been observed and documented that an appreciable percentage of the students are handicapped by a lack of self-confidence, which in turn causes them to be overwhelmed by a too early or too abrupt confrontation with symbols of reading. To a large degree this also accounts for poor holding power of ABE programs.

Narrative Description:

The Auditory Reading Development System is built upon student reaction to visual stimuli. These reactions are taped and transcribed to be used as developmental reading lessons which include vocabulary development and reading comprehension skills. Motivation is built-in and two-fold. First students know that the written article is actually their own composition and secondly, they learn to read content that is immediately applicable to their daily lives.

The System follows an orderly progression through sensory experience: look at a visual; talk about the visual; listen to summaries of student reactions; read these reactions and add to audio and visual materials on the subjects.

The materials are compiled and graded by readability scales and performance is measured by the AEDC Ten Point Scale.

The learning package known as the "ARDS Box" is developed around three content areas, Ecology, Family Convergence and Employer-Employee Relationships.

In the area of Ecology such items of concern to citizens of urban areas as air pollution, trash disposal, water pollution, and water supply.

Family convergence is seen as an effort to strengthen the family as a social unit in the inner city through the development of basic education skills and sociological knowledge and insights. Content material for this area includes financial matters, government services, health services, role clarification for family members, and family recreational opportunities.

Employer-Employee Relationships brings into the open the underlying causes why unemployed and underemployed clients often fail to get or hold jobs, even when they possess the requisite skills. Such areas, as sensitivity training, work situations, language of the business world and communication are included in the lesson development process.

The Bull's Eye Project (ARDS) was funded from July 1, 1971 to June 29, 1972. On July 2, 1971, the first step in execution of the project was begun with the intensive training of the Implementing Team (Master Teachers) in the ARDS method by the authors, Mary G. Turner and Mary R. Parker.

From July 19 to July 30, 1971 training sessions for the participating "Roving Teachers" were held. Simultaneously recruitment programs were implemented. Flyers and brochures were distributed in the Model Cities Neighborhoods. Posters were placed in strategic places of business. The Implementing Team and the "Roving Teachers" made personal appearances and recruitment pitches at Sunday church services and community meetings within the Model Cities Neighborhoods.

During this period orders were placed for the necessary equipment and materials for the implementation of the ARDS method. These supplies included tape recorders and blank tapes, overhead projectors and projection screens which were to be the basis for developing instructional materials based on the students' reactions to planned visual stimuli. In addition supplies were ordered for duplication of instructional materials as they were created.

On August 2, 1971 the Bull's Eye (ARDS) project was operational with classes in five sites, 1351 R Street, N. W., 1125 H Street, N. E., 1910 West Virginia Avenue, N. E., Phyllis Wheatley YWCA, 9th and Rhode Island Avenue, N. W., and the Franklin School Building, 13th & K Streets, N. W.

Because of inadequate facilities the site at 1910 West Virginia Avenue was dropped from the program in December, 1971. The student load at 1351 R Street, N. W. indicated that there was no need for an afternoon program at that site and the teacher there was transferred to 1125 H Street, N. E. for the afternoon program where the need was greater.

One teacher at the Y.W.C.A. was reassigned on a part time basis to the Model Cities Information Center at 1329-9th Street, N. W. in May, 1972 to work with a new group of students there.

The ARDS method in the Bull's Eye Project was used at five different sites in the Model Cities Area during the duration of the project.

On September 10, 1971 the project encountered the first major set-back. The District of Columbia Public Schools placed a freeze on all expenditure of funds from all sources. Unfortunately the orders placed for equipment, materials, and supplies had not been processed and therefore we were unable to secure the items which were the tools of the ARDS method.

Therefore, we were forced to operate with limited equipment on a "most urgent need from day to day basis".

In spite of this severe handicap the program progressed.

Between October 1, 1971 and June 1, 1972, six scheduled evaluation sessions were held with all staff involved in the project. In addition both individual and group sessions were held with all staff involved in the project. In addition both individual and group sessions were held to evaluate, refine, and exchange materials that were developed on each ARDS site.

Teachers and students cooperatively developed learning packages based on student response to visual stimuli. The responses were written by the teacher, rather than taped as planned. The reproduction of the lessons thus developed was also limited because of lack of supplies. Included in this report are samples of the instructional materials that were developed through the ARDS method.

The ARDS student population ranged in age from eighteen to fifty-six. They were unemployed or underemployed people who saw additional educational training as an aid to relieving their employment situation. Some of the students also came with short range goals of being able to read for specific purposes coping with income tax forms, understanding insurance policies, and securing social security benefits.

The following tables give a succinct description of the ARDS sites, hours of operation, number of classes, staff members in charge, number of classes, number of students enrolled, educational progress of students, students placed or upgraded in jobs, and attrition data.

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ENROLLMENT

Table I

SITE LOCATION	HOURS OF OPERATION	NO. OF CLASSES	TEACHER	TOTAL ENROLLED
YWCA -900 R.I. Ave., N.W.	8:00-12:00	4	Doris Crank	12
	1:30-4:30	2	Virginia Artist	15
1351 R Street, N.W.	8:00-12:00	2	Ollen Dupree	46
13th and K Sts., N.W.	1:30-4:30	2	Robert Hancock	17
1125 H Street, N.E.	8:00-12:00	2	John Batts	27
	1:30-4:30	2	Ollen Dupree	25
TOTAL				142

READING IMPROVEMENT DATA

Table II

SITE LOCATION	TEACHER	NO. OF STUDENTS	ENTRY RANGE	AV. ENTRY LEVEL	AV. LEVEL AFTER 100hrs IN CLASS
YWCA -900 R.I. Ave., N.W.	Crank	12	6.0-6.3	6.1	8.4
	Artist	15	3.6-5.0	4.2	6.7
1351 R Street, N.W.	Dupree	46	1.5-10.0	3.0	5.5
13th and K Sts., N.W.	Hancock	17	5.4-6.8	7.3	9.2
1125 H Street, N.E.	Batts	27	0.0-6.1	5.5	6.8
	Dupree	25	2.3-6.5	6.0	7.2

EXTRA-OBJECTIVE OUTCOMES

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JOB GOALS

Table III

SITE LOCATION	TEACHER	EXAMS PASSED	JOB PLACEMENT	JOB UPGRADING
YWCA-900 R.I. Ave., N.W.	Crank		2	0
	Artist		3	2
1351 R Street, N.W.	Dupree	3	6	
13th and K Sts., N.W.	Hancock		1	4
1125 H Street, N.E.	Batts		2	2
	Dupree		3	1

ATTRITION DATA

Table IV

SITE LOCATION	TEACHER	NO. WITHDREW	REASONS
YWCA	Crank	4	2 Unknown 2 Placed on Job
YWCA	Artist	3	3 Secured a Job
H Street	Batts	14	7 Attending A.E.D.C. for expanding curriculum. 7 Reached goals
	Dupree	8	8 Reached goals
R Street	Dupree	7	1 Paying debt to society 6 Secured Jobs
13th and K	Hancock	3	2 To work 1 Personal illness

Dissemination for Replication

Demonstration Lessons and Requests for Same

On February 2, 1972 an ARDS demonstration lesson was presented at the Goding Elementary School which is located at 9th and F Streets, N. E. Washington, D. C.

Mrs. Audrey Gray, the principal of Goding Elementary School, the school counsellor, the school coordinator for Title I and other selected representatives of the faculty were present. In addition to these, a group of parentes of children who attend the Goding Elementary School were also present.

The demonstration was well received by the principal, counsellor, teachers and parents. Parents were enthusiastic and eager to hear of the many areas of benefit the ARDS program offered for them. Those in attendance requested information about other specific details.

As a result of this demonstration 6 additional students enrolled at the 1125 H Street N. E. site. They are regular in attendance and making progress in their work. They report their efforts to recruit friends for this new venture in the ARDS program.

Further evidence of favorable public reaction to the ARDS program came through requests for additional demonstration lessons. The most recent request came from Anacostia School Project, 16th and Butler Streets S. E.

This demonstration was given on February 15, 1972.

Thirty-one teachers and community volunteers attended and followed through with enthusiastic questions.

Mrs. Edna Berry, principal of the J. Ormond Wilson Elementary School, requested that the ARDS teachers present a demonstration lesson to a group of parents of children attending the J. Ormond Wilson Elementary School. Arrangements were made for this demonstration for 27 adults.

The USOE Project Director, Mr. Robert Marshall expressed a desire to have a presentation of the ARDS demonstration lesson for the benefit of the Adult Education division, USOE Health Education and Welfare Department. Mr. Marshall, however, was not able to complete arrangements on his end.

The ARDS Box

Since the Progress Report of March 9, 1972 the contents of ARDS Box have continued to expand. The materials produced reflect professional growth and development on the part of the staff and student involvement in the learning process.

The limitations placed on the program by the "spending freeze" of D. C. Public Schools has handicapped the development of more resourceful types of material in the area of sample visuals. An adequate supply of cameras, films, tape recorders and tapes would have made possible

a richer, more creative and dynamic contribution in this area. However, a creditable job has been developed from the limited resources available.

An expanding file of sample visuals has been established and is located in the office of the master teacher. Selected pictures have been collected, mounted and filed according to the categories as outlined in the proposal, e.g. Ecology, Employer-Employee Relationships and Family Convergence. These visuals are readily available and are issued upon request on a loan basis.

The following list includes additional materials which have expanded the ARDS box considerably since the writing of the last report in March, 1972.

Student Generated Stories

A Day in the Country	One Close Knit Family-Level-3
A Happy Family	One Close Knit Family-Level-6
A Play	One Close Knit Family-Level-9
A Short Story	
The Camp Picnic	
Drugs Can Ruin Your Life	
One Close Knit Family-Level-1	
One Close Knit Family-Level-11	
Life Can Be Beautiful	7-8
Ski Off, Rollin Ski Off	
The Worried Boss	
Why Were You Late?	

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What Price Progress? 7-8

Why Were You Late?

A Short Play

The Extra Assignment

The Understanding Undertaker

Phillip

Our Polluted Air

Getting Away From It All

Together

Reading Skills Activities

Prefixes and Root Words

Matching Words and Definitions

Adding ing to Base Words Ending in Final c

Reading for Facts

Getting the Main Idea

Vocabulary Development - Using New Words

Vocabulary Development - Recognizing and Using Idioms

Vocabulary Development - Building a Treasury of Words

Building a Story from a Word List

Vocabulary Development - Using New Words

Reading for Comprehension

Answering Comprehension Questions Orally

Finding the Answer in the Story

Adding Endings to Root Words

ing s ed

Adding Endings to Root Words to Form New Words

Adding Prefixes to Root Words to Make New Words

Combining Root Words and Suffixes

Combining Root Words and Prefixes

Adding the ly ending to Root Words

Making Compound Words

Getting the Main Idea

Recognizing Root Words

Identifying Root Words

Lesson Plans

Eliciting Student Responses

Vocabulary Development

Adding ing to These Words Ending in Final e

Recognizing and Using Synonyms

Vocabulary Development - Using New Words

Teaching Vocabulary

Teaching Consonant Sounds

Teaching Rhyming Sounds

Teaching Compound Words

Teaching Contractions

Teaching Vowel Sounds - Long

Teaching Vowel Sounds - Short

Structural Analysis - Words Which Change Their Structure

When Endings are Added

1. Words in which the final consonant is doubled before
adding ed or ing

2. Y changes to I when certain endings are added; some words drop the final e when ing is added

Syllabication

ADDITIONS TO THE ARDS BOX

Lesson Plans

Reading and Interpreting News Media

Homonyms

Understanding Outside Readings

Developing Vocabulary Skills

Problem Words

Root Words

Writing a Paragraph

Ecology and Pollution

Practice in Word Development

Developing Comprehension Skill

Vocabulary Building

Developing Oral Language and Spelling Skills

Employing the Use of Synonyms

Multiple Meanings of the Word Hit

On Teachers

Student Generated Stories

A Top Worker

Little Brown Baby

Tobacco

A Description of a Day

A Fearless Knight

A Rainy Day

The Last Hit

Mary Foster

Little Brown Baby, My Son

Sales, Sales, Sales!

Brown Baby

Skills Activities

Using New Words

Writing Summaries

Measuring Comprehension

Finding Homonyms

Using Homonyms

Getting the Main Idea

Employing the Use of Synonyms

Building New Words

Spelling Review

Identifying Root Words

Writing a Paragraph

Using the New Words

Providing Synonyms

Using Context Clues

Providing Antonyms

Providing Homonyms

Practice in Paragraph Writing

Practice in Oral Expression

Comprehension Checks

Using the Thesaurus

Reading Comprehension

Vocabulary Building

Use the Context Clues

Word Completion

Self Expression

How Well Did You Read?

Finding the Main Idea

Give Your Reason

Defending Point of View

Word Power: Synonyms and Antonyms

Word Power: Suffixes

Sounding Board: Vowel Sounds

Changing Words

Matching Words and Meanings

Which Word?

Recognizing Root Words

Using Context Clues

Express Yourself

Find the Word Meaning

Yes or No?

Define the Word

Matching Words and Meanings

Shopping from the Newspaper

Comparison Shopping

Vocabulary Building

Practice: Recognizing Root Words

Writing a Different Ending for the Story

Conclusions and Recommendations

The Auditory Reading Development System (ARDS) has produced tangible, measurable results in raising the reading level of uneducated and undereducated adults as indicated in Table II.

The holding power of this method can be clearly seen in Table IV which shows the low attrition rate and the positive reasons for the losses that did occur.

The fact that requests for demonstrations of the method came from various areas of the urban community would seem to indicate that both students and observers see merit in the system and believe that dissemination of the method would be beneficial and have positive results.

The instructional materials in the ARDS BOX are the result of student participation, teacher planning, and in depth supervision. Expanding expertise on the part of the professional staff enabled them to produce visible, adaptable instructional materials on varied reading levels based on student reaction to visual stimuli.

The lack of the necessary equipment and supplies that were an integral part of the ARDS method as devised by the authors seriously limited the expected outcomes of the program.

The short term funding also limits the expansion of the program and the development to its ultimate capabilities.

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Recommendations:

1. That funds for special projects be handled in such a way that they can be used from the beginning of the grant period and throughout its duration in the manner and for the purposes for which the grant was awarded.
2. That grants be made for a sufficiently long period to allow for the implementation of a program, for trial and revision, and final development.
3. That the ARDS program be continued with adequate support in the way of equipment and supplies to allow for development and dissemination of a complete ARDS package.

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ATTACHMENTS

10 Point Scale

TAPE TEST BOOKLET

TAPE TEST Answer Sheet

Student Data Forms

See Progress Report

STUDENT DATA

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Included among the information collected on each individual student:

Entry Score Scale. Reflects the total number of students scoring in one of the points on the ten point rating scale in the areas of spelling, vocabulary and reading. An interpretation of the scores and resultant instructional levels will be found at the bottom of the page.

Student Self-Concept Scale. Following detailed instructions, the student is requested to personally complete the form. The composite information is a reflection of how the student views himself in comparison to other individuals.

The Interest Inventory, which reveals not only likes and dislikes, but also other such pertinent information as particular skills, ambitions and goals as well as selections of activities for use of leisure time as preferred by the student.

The Student Registration Form, which when completed, presents a profile of vital information on each student. This form is invaluable when one considers the amount of necessary information it yields.

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ENTRY SCORES ON TEST FOR ADULT PLACEMENT AND EVALUATION

(TAPE)

September 71 - January 72

SPELLING

1	<u>1</u>	2	<u>8</u>	3	<u>10</u>	4	<u>8</u>	5	<u>7</u>	6	<u>6</u>	7	<u>6</u>	8	<u>1</u>	9	<u>7</u>	10
---	----------	---	----------	---	-----------	---	----------	---	----------	---	----------	---	----------	---	----------	---	----------	----

VOCABULARY

1	<u>1</u>	2	3	<u>2</u>	4	<u>4</u>	5	<u>6</u>	<u>11</u>	7	<u>7</u>	8	<u>8</u>	9	<u>15</u>	10
---	----------	---	---	----------	---	----------	---	----------	-----------	---	----------	---	----------	---	-----------	----

READING

1	<u>2</u>	2	3	<u>2</u>	4	<u>4</u>	5	<u>6</u>	<u>8</u>	7	<u>12</u>	8	<u>2</u>	9	<u>10</u>	10
---	----------	---	---	----------	---	----------	---	----------	----------	---	-----------	---	----------	---	-----------	----

The instructional level is determined as follows:

POINT ON SCALE

1 - 3

4 - 7

8 - 10

INSTRUCTIONAL LEVEL

I. (0 - 3.5)

II. (3.6 - 6.0)

III. (6.1)

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STUDENT SELF - CONCEPT SCALE

Center for Community Studies
Howard University

Date _____

1. Name _____
2. Address _____ 3. Telephone _____

INSTRUCTIONS: Please check the following topics with regard to how you see yourself in comparison to others. Do so by using the corresponding numbers of the scale below.

1. Very much below average
2. Below average
3. Average
4. Above average
5. Very much above average

1. Your friends _____
2. Other persons who live in your neighborhood _____
3. The majority of people in the United States of America _____
4. Your chances of succeeding in life _____
5. Amount of confidence you have in yourself _____
6. Feelings of pessimism _____
7. Feeling of hopelessness _____
8. Feelings of anxiety _____
9. Ability to communicate with other people _____
10. Ability to face reality _____

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INTEREST INVENTORY

1. Name _____
2. Address _____
3. Telephone Number _____ Home _____
_____ Office _____
4. Date of Birth _____
5. Job I have _____
6. Job I want to have _____
7. Skills
I can type _____ office machine _____
other skills _____
8. I like to bike _____ sew _____ box _____ listen to music _____
watch TV _____ jog _____
read _____ go to sport events _____ travel _____
participate in sports (specify) _____
dancing _____ movies _____ skating _____
hiking _____ art _____ other _____
9. Reasons I came back to school
Job sent me _____
come on my own _____
other _____

10. Classes (subjects) I like best
List in order
1. _____ 3. _____
2. _____ 4. _____

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Adult Education Demonstration Center
Franklin School Building
13th and K Streets, N.W.
Washington, D.C. 20005

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Students Registration

Registrar _____

Mr.
Name: Mrs. _____ Date: _____
Miss

Address: _____ Phone No.: _____

Date of Birth: _____ Age: _____ Place of Birth: _____

Why do you want to come to this school? _____

Referred by: _____

Person to contact in case of emergency: _____

Name: _____ Address: _____ Phone: _____

Physicians's Name: _____ Address: _____

Phone: _____ Known Physical Disability: _____

Highest Grade Completed: _____

Social Security No.: _____ Hours Available: _____

Goals: (Check one or more)

Employment _____

Reading Improvement _____

Writing Improvement _____

Social Skills _____

G.E.D. _____

Other (Specify) _____

Upward Mobility _____

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Military Service (If Veteran, give discharge date)

Veteran _____ Discharge Date _____

Head of Household: Yes _____ No _____ Primary Wage Earner: YES _____ NO _____

Is English the primary language spoken in the home? Yes _____ No _____

If No Specify: _____

Public Assistance Recipient: Yes _____ No _____ No. of Dependents: _____

Race (check one): White _____ Black _____ Other (specify) _____

Employed: Yes _____ No _____ Full-time _____ Part-time _____

Job Title: _____ Employer: _____

How Long: _____ Previous Job Training: Yes _____ No _____

If Yes give Job Title _____ Date Completed: _____

Participation in other programs: Yes _____ No _____

Annual gross family income (check one)

____ Less than \$3,000 yearly or Individual income: _____

____ Less than \$4,000 yearly Estimated hourly earnings: _____

____ Less than \$5,000 yearly Estimated yearly earnings: _____

____ Less than \$7,000 yearly Bi-weekly earnings: _____

____ Over \$7,000 yearly Weekly earnings: _____

Marital Status: Single _____ Married _____ Separated _____ Widowed _____

Terminated: _____ Reason: _____

Agency Copy
Evaluation of Progress

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Adult Education Demonstration Center
Franklin School Building
13th and K Streets, N. W.
Washington, D. C. 20005

STUDENT EVALUATION FORM

NAME OF STUDENT _____ DATE _____

COURSES _____ INSTRUCTORS _____

AGENCY _____

ACADEMIC RATING SCALE

0	1	2	3	4	5	7	8	9	10
Knowledge					Understanding and Application of Subject Matter				

Key to Points:

0.....No Knowledge
1.....Some Recognition
2.....Some Knowledge
3.....Basic Fundamentals
4.....Some Understanding and Application
5.....Adequate Understanding

6.....More Adequate Under-
standing and Application
7.....Good
8.....Very Good
9.....Outstanding
10.....Excellent

Each teacher will determine the student's placement according to his professional judgment for each subject.

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Adult Education Demonstration Center
Franklin School Building
13th and K Streets, N. W.
Washington, D. C. 20005

STUDENT EVALUATION FORM

Teacher Comments	
COMMENTS:	Teacher and Subject

A profile for each student taking the test
can be plotted on the following chart:

10 Point Scale - Profile

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NAME OF STUDENT _____ DATE _____

COURSE _____ NAME OF INSTRUCTOR _____

ACADEMIC RATING SCALE		<u>SPELLING</u>	<u>VOCABULARY</u>	<u>READING</u>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
Knowledge				
Understanding and Application of Subject Matter				

Place a dot opposite the appropriate point on the
scale for each section of the test. Connect the
dots with a line.

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SAMPLE ARDS LESSONS

Level I

One Close Knit Family

Sarah has five children.

She wants to make her children happy.

Sarah and her children are poor.

They are a Black family.

The family does not have a father.

They are on welfare.

They live in a poor neighborhood.

The children see bad things.

Sarah does not want her children to do bad things.

The children like good things.

They do not have many good things.

Sometimes they have candy and cookies.

Sarah does not have money to buy good things.

The money Sarah has is for their needs.

All of her money is for needs.

Sarah and the children say they are a poor family.

They are a happy family.

They are a clean family.

Vocabulary

many	needs	welfare	bad
sometimes	their	things	
candy	say	their	
cookies	clean	wants	
buy	poor	live	

Reading for Comprehension

Write the following questions on the chalkboard one at a time.

- A. Where do Sarah and her children live?
- B. What is the neighborhood called?
- C. What is Sarah afraid of?
- D. What do the children learn?

1. Have the students read the question orally.
2. Have the student tell the answer to the question.
3. Have the student look in the story and find the answer to the question.
4. Have the student read the answer orally.

ONE CLOSE KNIT FAMILY

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Sarah is the mother of five children. She exerts every effort to make them happy but it is very difficult. She is both mother and father to them because her husband has long since gone, leaving his family destitute. The family's plight was so desperate that Sarah was forced to apply for public assistance. Life in the ghetto can be a detrimental influence and she fears her children will turn to a life of criminal activity. Nevertheless, she unceasingly works to maintain her family's unity.

Occasionally Sarah manages to secure a few delicacies for her family. Sometimes she has raisins; sometimes candy or cookies. How deliriously happy the children are then! It is seldom they have good things for all the family income must go toward the necessities of life. However, whatever she has, she teaches her children to share.

Sarah firmly believes that you can have a happy family life no matter what the financial circumstances. She teaches her children habits of cleanliness both in mind and body. She tells them that denial of opportunity has been commonplace to black people. Black people have lived with discrimination for a great number of years.

Sarah is optimistic about the future. She believes if she can keep her family together, keep her children in school, and teach them moral values her family may have an easier life than hers.

She prays for them and with them.

ONE CLOSE KNIT FAMILY

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Sarah is the mother of five children. They are a poor, black family. They are on welfare. They live in a poor neighborhood. It is called a ghetto. A lot of crime takes place in the neighborhood. She is afraid her children will turn to crime.

Sarah tries to make her family a close knit one. She tries to make them happy. Sometimes she gets cookies for them. Sometimes she buys candy. How happy the children are then! Often, they go to church together.

Sarah thinks a poor family can be happy and work together. She teaches her children to take care of their clothes. She teaches her children to be clean. She teaches them right from wrong. She teaches them to love and pray.

VOCABULARY
(Homonyms)

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pour	-	poor
their	-	there
be	-	bee
clothes	-	close
fair	-	fare
in	-	end
of	-	off
to	-	two, too
right	-	write
for	-	fore
one	-	won

From the list above find the word that belongs in each sentence.

1. They were a _____ family.
2. This is _____ house.
3. Put the chair over _____.
4. How much is the _____?
5. Where is the _____ of the line?
6. There are _____ students.
7. Hang the _____ in the closet.
8. _____ the door.
9. May I go _____?
10. Please _____ the coffee!

ROOT WORDS

1. The word playing is made by adding the ending ing to the root word play.
2. The word plays is made by adding the ending s to the root word play.
3. The word played is made by adding the ending ed to the root word play.
4. Write new words by adding the endings ing, s, and ed to these root words.

ing

s

ed

walk

like

call

turn

clean

pray

talk

kiss

pour

part

GETTING THE MAIN IDEA

Find and copy the sentence that tells:

Where Sarah and her children live.

What the neighborhood is called.

What Sarah is afraid of.

What Sarah's children learn.

Level II

ONE CLOSE KNIT FAMILY

Sarah is the mother of five children. They are poor black people. She is both mother and father to them because the home is broken - and there is no father. They are poverty stricken and live on public assistance. They live in the ghetto and the atmosphere is not good in the neighborhood. There is a lot of crime. She is afraid her children will commit a crime.

Sarah tries very hard to make her family happy. Occasionally, she gets a few goodies for them. Sometimes she buys raisins, sometimes candy or cookies. How happy the children are then! It isn't often they have good things. It takes all of the money to purchase necessities. Whatever they have, she teaches them to share.

Sarah firmly believes that you can have a happy family life even though you may be poor. She teaches her children to take care of their clothes, be clean, both in mind and body. She tells them that lack of opportunity is not a stranger to black people, and that Black people have lived with this stranger for a great number of years.

Sarah believes if she can keep her family together, keep her children in school; teach them right from wrong; and that her family may have an easier life than hers. She not only prays for them and with; but, she tries to keep her family a close knit one.

ROOT WORDS

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The prefix un means not. Write the prefix un before each of the words listed below. Write the new meaning of each word. The first one is done for you.

1. un used not used
2. love
3. cooked
4. told
5. clean
6. tried
7. broken
8. afraid

The prefix re means again. Write the prefix re before each of the words listed below. Write the new meaning of each word. The first one is done for you.

1. re tells tells again
2. take
3. live
4. cook
5. teach
6. told
7. turn

In each of the words listed, circle the prefix. Tell what each word means.

unloved

unbelief

reteaches

retake

disclose

ROOT WORDS

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Sometimes words are made by combining root words and prefixes. Which of these prefixes can you combine with a root word? Write the word formed.

ROOTS	PREFIXES	WORD
joy	dis	_____
care		_____
like	en	_____
believe		_____
happy	un	_____
close		_____
turn	re	_____
teach		_____
take	in	_____

Sometimes words are made by combining root words and suffixes. Which suffixes can you combine with these root words to make new words? Write the word you made.

ROOTS	SUFFIXES	WORD
joy	able	_____
care	er	_____
like	ness	_____
believe	less	_____
happy	ful	_____
close	ly	_____
firm	ous	_____
turn		_____
teach		_____

ROOT WORDS (cont'd)

Draw a line under the root word in each of the following words. Change the suffix to form a new word. Write the new word on the line.

teaches	<u>teacher</u>
prays	_____
stranger	_____
believe*	_____

Some root words change in spelling when some endings are added. y changes to i when certain endings are added.

easy	easier
try	tries

Add endings to these root words and change their spelling.

cry	_____
dry	_____
cooky	_____
goody	_____
candy	_____

ROOT WORDS (cont'd)

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If something is done slowly it is done in a slow way.

If something is done firmly how is it done? _____

What word would you use if something is done:

1. in a quick way _____
2. in an easy way _____
3. in a loving way _____
4. in a careless way _____
5. in a thoughtless way _____
6. in a strange way _____
7. in a wise way _____
8. in a careful way _____
9. in a brave way _____
10. in a courageous way _____

Find the root word for each of these words. Place the letter beside the correct root word in Column 2.

- | | |
|-----------------|----------------|
| a. stricken | _____ easy |
| b. broken | _____ occasion |
| c. teaches | _____ firm |
| d. easier | _____ broke |
| e. firmly | _____ strick |
| f. occasionally | _____ teach |

ROOT WORDS (cont'd)

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The word lifted is made by adding the ending ed to the root word lift. Write new words by adding the endings s, ing, ed to these root words.

	<u>s</u>	<u>ing</u>	<u>ed</u>
lift	lifts	lifting	lifted
like			
try			
live			
turn			
believe			
pray			
share			

To which of these words can you add the suffix er? Write the words.

To which of these words can you add the suffix ness? Write the words.

To which of these words can you add the prefixes dis and re? Write the words with the prefixes.

Draw a circle around the root in each of the following words:

assistance	children
lived	teaches

ROOT WORDS (cont'd)

Words made up of two words put together are called compound words. Write the two words which formed the compound word.

neighborhood

sometimes

whatever

Draw a line under the root word in each of the following words. Change the prefix to form a new word. Write the new word on the line.

GETTING THE MAIN IDEA

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1. Re-read the story
2. Read the following phrases and sentences
3. Copy the phrases or sentences which tell of something which contain ideas in the story
 - a. the atmosphere is not good in the neighborhood
 - b. lots of activities for children
 - c. the father does not work
 - d. the mother is the head of the household
 - e. Sarah is filled with hopelessness
 - f. lack of opportunity is a threat
 - g. children learn to care
 - h. a new experience

1. Re-read the story
2. Another title for this story could be:
 - a. How To Keep a Family Together
 - b. A Working Mother
 - c. Black Mother in the Ghetto
 - d. Family Life in the Ghetto

1. Re-read the story
2. Write an outline of the story

GETTING THE MAIN IDEA

(cont'd)

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Find and list the facts to support these ideas in the story.

1. Sarah faces a difficult job
2. "Good" things are not a regular part of Sarah's household
3. Sarah is full of hope

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TAPE

Test for Adult Placement and Evaluation

Revised by Mary G. Turner
and Mary R. Parker from

Behavioral Objective System Study Test
by Joyce Griffin

(Prepared in cooperation with
and for the Adult Education
Demonstration Center
District of Columbia
Public Schools
1970)

Test Booklet

TAPE
BOOKLET

INSTRUCTIONS: READ THESE INSTRUCTIONS AS THE INSTRUCTOR READS THEM TO YOU.

- THIS TEST HAS THREE SECTIONS: SPELLING, VOCABULARY, AND READING.
- THERE IS NO TIME LIMIT. YOU MAY WORK AT YOUR OWN SPEED.
- PLEASE DO NOT MARK IN THIS BOOKLET. PUT ALL YOUR ANSWERS ON THE ANSWER SHEET.

SPELLING: READ THESE INSTRUCTIONS AS THE INSTRUCTOR READS THEM TO YOU.

- THE INSTRUCTOR WILL READ A WORD.
- AFTER THE INSTRUCTOR HAS READ THE WORD, HE WILL USE THE WORD IN A SENTENCE AND REPEAT THE WORD AGAIN.
- YOU ARE TO SPELL THIS WORD IN THE SPACE PROVIDED ON YOUR ANSWER SHEET.
- LISTEN TO THE EXAMPLE.
- ONCE YOU HAVE FINISHED THE EXAMPLE, THE INSTRUCTOR WILL START THE TEST. PUT YOUR FIRST ANSWER BESIDE THE NUMBER "1" UNDER THE WORD "SPELLING".
- THE INSTRUCTOR WILL NOT READ THE NEXT WORD UNTIL EVERYONE IS FINISHED.

VOCABULARY: READ THESE INSTRUCTIONS AS THE INSTRUCTOR READS THEM TO YOU.

- READ EACH SENTENCE CAREFULLY.
- CHOOSE THE ONE ANSWER WHICH BEST COMPLETES THE SENTENCE.
- USE THE UNDERLINED WORD AS A CLUE TO COMPLETING THE SENTENCE.

EXAMPLE A:

A dog is an animal who

- A. flies
- B. barks
- C. eats

ANSWER B IS THE BEST ANSWER. CIRCLE ANSWER B BESIDE EXAMPLE A UNDER "VOCABULARY".

EXAMPLE B:

A refrigerator is used to

- A. preserve food
- B. cook food
- C. beautify kitchens

ANSWER A IS THE BEST ANSWER. CIRCLE ANSWER A BESIDE EXAMPLE B UNDER "VOCABULARY".

FOR THE REMAINING TWO SECTIONS OF THE TEST, YOU WILL BE WORKING ON YOUR OWN. DO NOT STOP UNTIL YOU FINISH THE LAST PAGE AND HAVE FILLED IN THE LAST ANSWER ON THE ANSWER SHEET. AS YOU WORK, PLEASE READ VERY CAREFULLY ALL THE INSTRUCTIONS FOR THE REST OF THE TEST. GOOD LUCK.

YOU MAY NOW TURN THE PAGE AND BEGIN TO WORK ON THE VOCABULARY SECTION OF THIS TEST.

VOCABULARY: CHOOSE THE ONE ANSWER WHICH BEST COMPLETES THE SENTENCE.

1. When a person is tired he should

- A. stop
- B. rest
- C. yell

2. A man chasing a dog off his lawn

- A. runs
- B. walks
- C. hops

3. In summer, adults use trees for

- A. shade
- B. riding
- C. climbing

4. Children visit the zoo to see

- A. flowers
- B. things
- C. animals

5. Automobiles are used for

- A. sailing
- B. towing
- C. transportation

6. Feed is purchased at

- A. department stores
- B. hardware stores
- C. grocery stores

7. A person on welfare aid receives

- A. assistance
- B. gasoline
- C. sympathy

CONTINUE ON TO THE NEXT PAGE

TAPE

TEST BOOKLET

PAGE 4

VOCABULARY CONTINUED:

8. A dependable employee is
- A. interested
 - B. reliable
 - C. tardy
9. An applicant goes to an employment interview to
- A. take a test
 - B. resign from a job
 - C. obtain a job
10. The expiration date indicates when an item is
- A. not valid
 - B. not good
 - C. issued

YOU HAVE NOW FINISHED THE VOCABULARY SECTION. TURN THE PAGE AND RE
INSTRUCTIONS FOR THE READING SECTION.

READING: INSTRUCTIONS

- READ EACH STORY IN THIS SECTION CAREFULLY.
- THEN, CHOOSE THE ONE BEST ANSWER FOR EACH QUESTION.
- USE THE INFORMATION IN THE STORIES TO ANSWER THE QUESTION.
- REREAD THE STORIES IF YOU NEED TO.
- HERE IS AN EXAMPLE.

John Jones works for the Watkins Company. He likes his work. He does a very good job and hopes to get a raise.

EXAMPLE A:

This story is about

- A. money
- B. Watkins Company
- C. John Jones

ANSWER C IS THE BEST ANSWER. CIRCLE ANSWER C BESIDE EXAMPLE A UNDER "READING".

EXAMPLE B:

This story tells you that

- A. John Jones likes his work
- B. Watkins company is good
- C. John Jones gets a raise

ANSWER A IS THE BEST ANSWER. CIRCLE ANSWER A BESIDE EXAMPLE B UNDER "READING".

TURN THE PAGE AND CONTINUE READING THE INSTRUCTIONS.

READING INSTRUCTIONS CONTINUED:EXAMPLE C:

The Watkins Company makes doughnuts. This sentence together with the story tell you that

- A. John Jones works for a doughnut making company
- B. John Jones makes doughnuts
- C. John Jones eats doughnuts.

ANSWER A IS THE BEST ANSWER. CIRCLE ANSWER A BESIDE EXAMPLE C UNDER "READING".

REREAD THE INSTRUCTIONS IF YOU NEED TO.

YOU MAY NOW TURN THE PAGE AND BEGIN TO WORK ON THE READING SECTION OF THIS TEST.

READING: CHOOSE THE ONE ANSWER WHICH BEST COMPLETES THE SENTENCE.

The weather in the city was hot this week. It rained for two hours today. Now it is cooler. Hot weather and rain come in the summer.

1. This story is about
 - A. things in the city
 - B. weather in the city
 - C. rain in the city
2. This story tells you that
 - A. rain made the weather cooler
 - B. rain made the city better
 - C. hot weather is good
3. The last sentence means that
 - A. summer in the city is cool and dry
 - B. summer in the city is sunny
 - C. summer in the city is warm and wet.

READING: CHOOSE THE ONE ANSWER WHICH BEST COMPLETES THE SENTENCE.

In the last year a new, better-tasting instant coffee has been sold in the stores. The old instant coffee was smooth and fine. The new freeze-dried instant coffee is lumpy and coarse. Manufacturers found that the freeze-dried coffee tasted more like freshly ground, brewed coffee.

4. This story is about
 - A. coarse coffee
 - B. instant coffee
 - C. instant products
5. This story tells you that the old instant coffee was
 - A. tasty
 - B. improved
 - C. unsatisfactory
6. This story tell you that
 - A. freeze-dried coffee retains the natural coffee flavor
 - B. freeze-dried coffee requires no cream
 - C. freeze-dried coffee looks the same as coffee grounds

READING: CHOOSE THE ONE ANSWER WHICH BEST COMPLETES THE SENTENCE.

People who live in large cities often find it difficult to get to and from work if they do not own a car. Public transportation is often inadequate, too slow, too expensive and sometimes unavailable. Inadequate public transportation makes it difficult for inner city residents to get to and from jobs at distant locations.

7. This story is about

- A. community life
- B. city transportation
- C. city workers

8. This story tells you that

- A. inner city residents should buy cars
- B. public transportation should be improved
- C. inner city people are often restricted to local jobs, because of poor public transportation

9. Many industries and large corporations are moving outside of the cities. The best solution to this problem is for inner city workers to

- A. stay where they are and collect unemployment payments
- B. buy cars and move to the suburbs
- C. request that adequate public transportation be provided for inner city residents.

READING: CHOOSE THE ONE ANSWER WHICH BEST COMPLETES THE SENTENCE:

A dictionary is a book which tells you how to spell a word, what that word means and how to pronounce it. Many dictionaries also tell you the rules of spelling, punctuation and capitalization. Some even list geographic names, common names of people, and names of colleges. Every person should learn all the uses of a dictionary because

10.

- A. it is necessary to get through school
- B. the information contained in a dictionary helps a person to use his language better
- C. the information contained in a dictionary is extensive.

STOP.

YOU HAVE NOW FINISHED THE TEST.

TAPE TEST

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ANSWER SHEET

NAME: _____ DATE: _____
 (Print) (Last) (First) (Middle or Maiden)

SPELLING: PLEASE PRINT

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

VOCABULARY: CIRCLE ONE

EXAMPLE A: A B C

EXAMPLE B: A B C

QUESTIONS:

1. A B C
2. A B C
3. A B C
4. A B C
5. A B C

VOCABULARY CONTINUED: CIRCLE ONE

QUESTIONS:

6. A B C
7. A B C
8. A B C
9. A B C
10. A B C

READING COMPREHENSION: CIRCLE ONE

EXAMPLE A: A B C

EXAMPLE B: A B C

EXAMPLE C: A B C

QUESTIONS:

1. A B C
2. A B C
3. A B C
4. A B C
5. A B C
6. A B C
7. A B C
8. A B C
9. A B C
10. A B C